

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1 34 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Karnack ISD		102901	
Vendor ID #	ESC Region #	DUNS #	
	7	022834204	
Mailing address		City	State ZIP Code
PO Box 259		Karnack	TX 75661
Primary Contact			
First name	M.I.	Last name	Title
Glenn	E	Hicks	Project Director
Telephone #	Email address		FAX #
903-407-9578	ghicks@karnackisd.org		903-679-4252
Secondary Contact			
First name	M.I.	Last name	Title
Amy	B	Dickson	Superintendent
Telephone #	Email address		FAX #
603-679-3117	adickson@karnackisd.org		903-679-4252
Part 2: Certification and Incorporation			

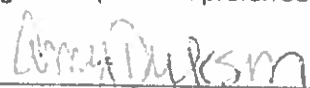
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Amy	B	Dickson	Superintendent
Telephone #	Email address		FAX #
9003-679-3117	adickson@karnackisd.org		903-679-3117

Signature (blue ink preferred)

Date signed



4/24/18

Only the legally responsible party may sign this application.

701-18-111-048

Schedule #1—General Information

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 102901		Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances		
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.	
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.	
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.	
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.	
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st. 	
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.	
24.	Applicant will comply with any program requirements written elsewhere in this document.	

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 102901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Karnack ISD is applying for the 21st Century Community Learning Centers, Cycle 10 Year 1 Grant with a deep desire to enable our at-risk and low income students and families to achieve previously unreachable and unthinkable levels of competencies. The grant funding will provide students with the resources necessary to expand school day learning, accelerate academic progress, and ultimately raise their achievement; likewise, increased opportunities for meaningful family engagement activities will strengthen the students' support system. The Harvard Family research Project advocates for afterschool programs with strong family engagement components, asserting that students with parents actively involved in their education perform higher than their cohorts whose parents are not involved. (Harvard Family Research Project, Overview of Family Involvement).

How budget was developed – The budget is constructed to meet the needs of students and families while adhering to the goals and guidelines of the grant. The desire is to have a budget that would enable the program to hire qualified teachers and staff that will view this program as a "work of the heart" to reach each child, to know the students strengths and areas of needs and to use innovative thinking and problem solving into a great after-school program.

Demographics of District – Karnack is less family-centric than the surrounding county with 19.4% of the households containing married families with children. The median household income in Karnack, Texas is \$32,468. The median household income for the surrounding county is \$46,969 compared to the national median of \$53,482. Karnack ISD students are plagued with many risk factors. Some of these include: low educational status of parents, poverty rates, many parents commuting to urban areas for employment, lack of public transportation, and a lack of community social support services. Protective factors are also low. Factors such as self-esteem and positive relationships with adults were less likely. As a rural community KISD serves a predominately at-risk population with 97% of the student's population being served by free and reduced lunch. Poverty within the community is pervasive with rates more than double that of the state of Texas. Like many rural communities high poverty is accompanied by limited employment opportunities and poor overall education attainment with only 39% have obtained a high school diploma. A little over 90% of KISD students are considered high risk. The entire district is eligible for Title 1 and classified as high risk. 70% of the students are African American, 15% are Hispanic with 15% White.

Needs Assessment Process – The district and ACE staff, the ACE community task force as well as our external evaluator worked in designing and determining the efficacy of the assessment process and meet regularly to review assessment and evaluation results and assist in the process of making needed changes. Karnack ISD conducted comprehensive and systematic community and campus needs assessments to determine the needs as the gaps between "what is" and "what should be". We analyzed multiple recent data-heavy needs assessment s of the school, the neighborhood, and community resources. Other data accessed included: STAAR results, demographic information (to highlight trends in subpopulation changes and achievement; discipline referrals; academic achievement; and feedback from working families. Additionally, we distributed surveys to students, teachers, and families including working families to solicit, collect, and aggregate their input in this process. The information was critical in aligning the proposed activities with the identified needs.

Management Plan – A comprehensive management plan has been developed in accordance with the ACE Blueprint and local organization to ensure that a consistent and that high quality management. The Project Director will supervise the program and provide overall leadership and oversight for optimal programming. A Site Coordinator will be in place that will coordinate, and insure high quality project services are effectively implemented. A part time Family Engagement Specialist will help the Site Coordinator plan, coordinate, and implement culturally relevant family programming.

Methods for Evaluation – An external evaluator will conduct the program evaluation. Methods will include both formative and summative evaluation based in the ACE Blueprint. The evaluation will determine whether or not activities are being implemented as planned, the project is making progress towards achieving its objectives and that services are positively impacting proposed outcomes.

How application answers all statutory requirements and TEA requirements – The district staff and ACE staff met and reviewed the completed proposal ensuring that all statutory requirements and TEA requirements were properly and accurately addressed.

Conclusion – The Karnack ACE program has a whole and the program goals specifically has the support of the School Board and administration as well as KISD faculty and staff. With this support and creative as well as innovative activity offerings the Karnack ACE program will soar to great programming. Sustainability will be based on leveraging of funds, developing and strengthening partnerships and on community donations.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$308,807	\$	\$308,807
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 24,750	\$	\$ 24,750
Schedule #9	Supplies and Materials (6300)	6300	\$ 65,000	\$	\$ 65,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 36,000	\$	\$ 36,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$434,557	\$0	\$432,557
% indirect costs (see note):			N/A	\$18,000	\$18,000
Grand total of budgeted costs (add all entries in each column):			\$434,557	\$18,000	\$452,557

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$453,557
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$22,627
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 102901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher (9 Teachers x 705 hours x \$18)			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$60,000
5 Site coordinator (required)	1		\$47,000
6 Family engagement specialist (required)	.5		\$16,500
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$123,500
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$114,210
27 6121 Support staff extra-duty pay			\$30,818
28 6140 Employee benefits			\$40,279
29 61XX Tuition remission (IHEs only, as allowable)			
30	Subtotal substitute, extra-duty, benefits costs		\$185,307
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$308,807

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluation	\$3,000
2	Region 7 for Staff Development	\$14,000
3	GED courses for Parent University	\$3,000
4	Fingerprinting services for volunteers	\$750
5	Adult Literacy for Parent University	\$4,000
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$24,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 102901

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$65,000
Grand total:		\$65,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Total

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 102901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$4,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$16,000
Remaining 6400—Other operating costs that do not require specific approval:		\$20,000
Grand total:		\$36,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 102901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree with a minimum of 5 years' experience in the educational field. Strong supervisory and budget management skill with the ability to manage a diverse team. Program evaluation and data reporting experience a plus. Teaching certification or Master's degree preferred.
2.	Site Coordinator(s)	Bachelor's degree with a minimum of 3 years of experience in the educational field. Ability to maintain positive working relationship with public and frontline staff. Strong leadership, organization, and time management skills. Excellent knowledge of community resources. Prior supervisory and budget management a plus.
3.	Family Engagement Specialist	Bachelor's degree preferred with a minimum of 2 years parental and/or community programming. Strong communication, public relations, and interpersonal skills. Able to work flexible hours.
4.	External Evaluator	Master's or PHD in education, sociology, or related field. 5 years' experience as an evaluator. Formal training in research and/or evaluation. Program evaluation experience with cultural sensitivity towards diverse populations.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Students' Academic Performance	1. Provide engaging project based learning experiences	08/24/2018	5/31/2019
		2. Create IEPs for each student	09/24/2018	07/31/2019
		3. Adapt instruction to meet student needs	08/24/2018	05/31/2019
		4. Offer intensive summer camp training in core subjects	8/24/2018	07/31/2019
		5. Consistently review regular day attendance data	08/24/2019	07/31/2019
2.	Improve Attendance	1. Provide consistent and constant contact with parents	08/24/2018	05/31/2019
		2. Offer incentives for students who meet attendance rates	08/24/2018	07/31/2019
		3. Increase a sense of belonging and ownership to students	08/24/2018	07/31/2019
		4. Use student voice/choice in designing activities	09/15/2018	07/31/2019
		5. Consistently review regular day discipline data	09/15/2018	07/31/2019
3.	Improve Behavior	1. Identify students in need of behavior improvement	08/24/2018	05/31/2019
		2. Provide character education and social skills training	08/24/2018	10/1/2019
		3. Assign staff advocate for students based on student need	08/24/2018	5/31/2019
		4. Provide daily tutoring and homework help for students	08/24/2019	07/31/2019
4.	Improve Promotion Rate	1. Provide engaging project based learning experiences	08/24/2018	5/31/2019
		2. Review student grades and benchmarks	08/24/2018	5/31/2019
		3. Create student portfolios	08/24/2018	5/31/2019
5.	Support family literacy and college/workforce readiness	1. Provide meaningful family activities at least monthly	08/24/2018	07/31/2019
		2. Implement Parent University for GED/ESL	08/24/2018	07/31/2019
		3. Implement Parent University for Job readiness	08/24/2018	07/31/2019
		4. Implement Parent University Financial Literacy	08/24/2018	07/31/2019
6.	Provide training opportunities for Staff	1. Provide monthly staff development with Region 7	08/24/2018	05/31/2019
		2. Conduct formal and informal evaluation of staff	08/24/2018	07/31/2019
		3. Ongoing staff training to address student outcomes	08/24/2018	05/31/2019
		4. Train staff in behavior management	08/24/2018	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Identified Need	How program strategies and activities will address needs
1	Improvement in overall student academic performance and achievement	<ul style="list-style-type: none"> Students will participate in targeted homework, tutorial, and evidence based literacy assistance every day All students will participate in enrichment activities that complement the school day Students will be grouped during homework and tutorials with grade level teachers Allow opportunities for collaboration between school faculty/staff and afterschool staff to increase the rigor of instruction Maximize student participation and attendance
2	Improve school climate and behavior	<ul style="list-style-type: none"> Establish a commitment to address racial/ethnic disparities Have a clear and define schoolwide behavior expectation Engaging working families enhances their understanding of engagement in the students' education Offering activities that are desirable to students will foster greater incentive to attend more regularly Social-emotional learning and project-based activities that promote healthy lifestyle choices High engagement enrichment activities based student interest survey data Conduct research based parenting programs to develop parenting skills Provide classes to address needs/reduce unwanted behavior that are culturally appropriate
3	Increase Parent/Community Literacy and Involvement	<ul style="list-style-type: none"> Create a full service Family Literacy resource Center that is open during and after school hours Provide parental engagement, outreach, training, and skills to increase involvement and engagement through a Parent University Provide a Parent University that will provide ESL, GED, literacy, job related help, technology, and family dynamic activities Cultivate a family-focused staff that has an asset-based perspective of families. Build trusting relationships with families through frequent and positive communication Encourage afterschool staff to help bridge communications between school personnel and families. Ask school day teachers how afterschool staff can help bridge communications with families
4	Increased enrichment opportunities that reinforce the school day	<ul style="list-style-type: none"> Expanding student school activities into after school time will reinforce the core day mastery Adding STEM-related activities will enrich and make relevant school day lessons Seeking a one to one correlation between TEKS needs and afterschool activities will assist in mastery of TEKS and provide opportunity to solidify understanding
5	Provide a safe and welcoming environment for after school	<ul style="list-style-type: none"> Provide a well-structured afterschool program that will help parents feel at ease leaving their precious students in an environment that is watchful and protected Have the Family Engagement Specialist operate the Sign Out table will engage direct parent contact and also reinforce supervision of participants Parents are better able to work on concentrate on their jobs if they do not have to worry about their child Offer a wide range of programs, activities, services, and areas of focus to meet the specific needs of the community and provide students with the supports they need to help them be happy, healthy, and successful in school, life, and career

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Karnack ISD is located in a rural community and as such has very few organizations that are available for partnering with for program implementation. However, the 21st Century grant is important not only to Karnack ISD but also to the community and as such, the partners that we have are committed. Representatives from each partnering agency is asked to serve on the community task force that meets on a regular basis and serves as ambassadors to the surrounding communities to disseminate information on program success and evaluation findings.

Karnack ISD is not applying jointly with another organization in the submission of this grant, but will work collaboratively with various organizations in the community to ensure an array of available resources to participating students and their families. The closest organization with reasonable geographic proximity and of sufficient quality to meet the requirements of this grant is 2.5 to 3 hours away from Karnack. The organizations that Karnack ISD partners with in the area of after school programming do not have the capacity of space and qualified staff to operate a high quality beyond school hours program.

Partner	Contribution
East Texas Baptist University	1. Provide a choral music program with college students 2. Provide a drama team to provide training with college students 3. Provide volunteers to help mentor and tutor students
Wiley College	1. Provide volunteers to help mentor and tutor students 2. Assist with family engagement programs
Marshall Library	1. Assist our students with a reading program 2. Sponsor field trips to the library
Harrison County Sheriff Department	1. Provide a Drug Free program for our students 2. Provide resources for activities when appropriate
Caddo Lake National Wildlife Refuge	1. Provide class on to our students on wetland management 2. Provide hiking trails for students to explore nature
Caddo State Park	1. Provide activities for students at the park such as fishing, camping, and conservation
Texas Workforce Commission	1. Provide resources for our parents and community concerning find a job, applying for a job, and qualifications for jobs 2. Provide resources and expertise for instructing parent in financial literacy
Mission Marshall	1. Provide opportunities for our students to help in food pantry 2. Provide opportunities for our students to help others in the community
Region 7 Regional Service Center	1. Provide ongoing staff development for our ACE staff 2. Provide assistance in course design to address data driven areas of weakness in student mastery
Texas State Technical College of Marshall	1. Provide expertise assistance in activities within the ACE program 2. Provide volunteers to help mentor and tutor students
Texas A&M Agrilife Extension of Harrison County	1. Provide resources for Learn, Eat and Go! Gardening program 2. Assist in integrating 4H courses into the Karnack ACE program
Master Gardener Program	1. Provide assistance in garden design and maintenance 2. Provide ways to obtain materials and ongoing advise for ACE garden 3. Provide direction in establishing flower beds within the school district
Harrison County Literacy Council	1. Provide an adult literacy program within the ACE program 2. Provide direction in establishing a GED program within the ACE program
Junior Achievement	1. Provide expertise assistance in activities within the ACE program
Marshall News Messenger	1. Provide coverage of ACE events 2. Promote program activities

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Performance	<ul style="list-style-type: none"> Design program based on individual students' academic needs as revealed by the school's assessments and teacher reports Afterschool classes need to be designed to be small for individualized attention Improving students' retention by reiterating and reinforcing the subject material from classroom lessons during afterschool sessions Allowing opportunities for collaboration between faculty/staff and afterschool personnel will increase the rigor of instruction Expanding tutoring hours will increase learning Provide literacy and math instruction based on state and district standards and benchmarks Accelerate learning opportunities for specific at-risk students Enrichment activities that are intended to be both broadening and fun
Attendance	<ul style="list-style-type: none"> Engaging working families enhances their understanding of engagement in students' education Engaging working families enhances their understanding of engagement in students' education Offering activities that are desirable to students will foster a greater incentive to attend more regularly Providing educational opportunities for families will increase families' presence at the campus Offer activities that are tailored to the specific age group and interest of participants Create space for older students to make their own and enable them to create their own activities and experience autonomy within the program Make all participants aware of activities in the ACE program Provide a caring environment for all students Involve parents as volunteers in the ACE program
Discipline referrals	<ul style="list-style-type: none"> Implementing classes to teach student safety will improve the school environment Providing anti-bullying and character development curriculum will improve the climate of the school Use the school day discipline policy that is in place providing detailed and specific guidelines about what is expected of students and how problem behavior is to be addressed Educate staff so that they are able to address student behavior issues efficiently and effectively School-day and afterschool staff working together to address student behavior issues contribute to fewer discipline problems
Advancement	<ul style="list-style-type: none"> Increasing learning time through addition of afterschool activities will complement, expand, and enrich the depth of school day learning Obtaining data from afterschool programs will increase our ability to focus on data-driven instruction Adding summer programming aligned with school-year curriculum will reduce students' summer learning loss
Improved personal health	<ul style="list-style-type: none"> Provide a healthy supper to all participants at the end of each ACE fall and spring programming day Provide healthy breakfasts and lunches for participants during summer ACE. Research has shown that afterschool programs can contribute to healthy lifestyles and increased knowledge about exercise and nutrition.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in afterschool programs is influencing academic performance in a number of ways, including better attitudes toward school and higher educational aspirations; higher school attendance rates and lower tardiness rates; less disciplinary action, such as suspension; lower dropout rates; better performance in school, as measured by achievement test scores and grades; significant gains in academic achievement test scores; greater on-time promotion; improved homework completion; and deeper engagement in learning.

Dozens of studies of afterschool programs repeatedly underscore the powerful impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to practice new skills through hands-on, experiential learning in project-based after school programs.

Another common thread among all of these studies is that successful programs focus not just on academic support, but also offer other enrichment activities. Thus, balancing academic support with a variety of structured, engaging, and enjoyable extracurricular activities appears to improve academic performance.

Social-emotional development – Many afterschool programs focus less on academics and more on improving young people's social and developmental challenges, such as social skills, self-esteem and self-concept issues, initiative, and leadership skills. Research has shown that participation in these programs is associated with decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficiency, lower levels of depression and anxiety, development of initiative, and improved feelings and attitudes toward self and school.

Crime, drug, and sex prevention – The hours from 3 to 6 p.m. are the peak time for juvenile crime and victimization, and the time period when teens ages 16-17 are most likely to be involved in a car crash. Participation in an afterschool programs gets children and youth off the streets, under supervision, and potentially prevents some risky behaviors. But beyond offering a safe haven, research and evaluation studies have demonstrated that the programs can have a positive effect on a range of prevention outcomes, such as avoidance of drug and alcohol use, decreases in delinquency and violent behavior, increased knowledge of safe sex, avoidance of sexual activity, and reduction in juvenile crime.

Promoting health and wellness – Afterschool programs can help tackle the growing problem of childhood obesity among our nation's children and youth. The studies point to the programs' potential power to promote the general health, fitness, and wellness of young people by keeping them active, fostering the importance of healthy behaviors, and providing healthy snacks. Students learn to make better food choices, and increase their physical activity, as well as their knowledge of nutrition and health practices. This leads to a reduction in body mass index, improved blood pressure, and improved body image.

Critical factors to achieve successful outcomes – Afterschool programs can promote positive learning and developmental outcomes, but some programs are not maximizing their potential. Research and evaluation point to three factors that are critical for creating constructive settings that can achieve these results with youth.

1. Access to and sustained participation in programs – Young people experience greater gains if they participate in afterschool programs with greater frequency and in a more sustained manner. They also benefit from programs tailored to their interests, needs, and schedules, as well as from those providing exposure to new ideas, challenges, and people.

2. Quality programming and staffing – Developing programs intentionally, with a focus on promoting target outcomes through well-organized and engaging activities, is a critical component for achieving high quality afterschool settings. It entails having a clear vision and goals for the program from the start, as well as strong, directed leadership and sustained training and support to staff. Also, youth benefit by developing positive relationships with the program's staff, who in turn model good behavior, actively promote student mastery of skills or concepts in activities, listen attentively, provide feedback and guidance, and establish clear expectations for mature, respectful interactions with peers. Children who attend these well-supervised afterschool programs display better work habits, task persistence, social skills, pro-social behaviors, academic performance, and less aggressive behavior at the end of the school year.

3. Strong partnerships – High-quality programs effectively leverage partnerships with a variety of stakeholders, especially families, schools and communities.

Schedule #16—Responses to Statutory Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 102901		Amendment # (for amendments only):
Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Program Activity	How activity will improve student academic and overall success	
Power Hour/Homework assistance	Power hour has been designated for students to maximize time in completing homework assignments given to them throughout the day. Academic Enrichment is the student's time to get help from their teachers on any assignments that they might have. If the children are receiving help from there.	
Robotics	The robotics curriculum is a platform for teaching basic programming logic in the context of mechanical output and data input. Projects incorporate allied math physics and engineering principles via optional approaches and extensions. The extensions are designed to be optional, and the instructional time made available for these activities.	
Grossology	From the liquid, solids, and gasses of the human body to skin-crawling truths about nasty things all around...get ready to be totally grossed out in Grossology! This kit is packed with all things sticky, smelly, slimy, and totally disgusting. Discover the unsavory mysteries of the human body, foul facts about animals, some of the grossest moments in history, and a taste of the most disturbing destinations on the planet.	
Character Education	Comprehensive character education addresses many tough issues in education while developing a positive school climate. Educators from this diverse array of schools have transformed their school cultures, reduced discipline referrals, increased academic achievement for all learners, developed global citizens, and improved job satisfaction and retention among teachers.	
Cooking	Learn the basics of cooking in this introductory hands-on course. These classes will provide clear and concise recipes for everyday cooking.	
Kid Fit	From traditional games to wild and whacky exercise routines, this course has it all. Students jump, run, throw, splash, and compete as they improve flexibility, endurance, and cardiovascular fitness. The importance of critical fitness skills such as stamina, speed, agility, accuracy, and balance are combined to create one-of-a-kind, playful, and sometimes competitive ways to get the body up and moving.	
STEM	STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.	
Chess	While games like chess may not teach the traditional subjects, such as English, reading, math, or geography, they can play an important role in teaching other important life skills.	
Engineering	Building is a dynamic and innovative field constantly seeking the brightest minds of the future. This course is designed to cultivate the young engineers of tomorrow. In order to prepare students for rapidly evolving technology, kits combine the latest methods proven by research to get students excited about learning.	
Mango Math	The Mango Learning experience of interactivity and gaming by its nature requires continual mastery of skills to progress from one level to another. Each interactive module has multiple levels that take a child from basic concepts to more complex ones with a constant measure towards proficiency. Each level requires previous mastery and the next level would take a student one step ahead to a higher level of learning.	
Junior Achievement	The envisioned future - what we aspire to become. Junior Achievement maintains an active vision, front and center, on how we can have a positive impact on the lives of more students - guided by our core values.	

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901	Amendment # (for amendments only):
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Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The following methods will be used to disseminate information to all stakeholders as well as the community at large about the Karnack ISD ACE program.

1. Our best to disseminate information are the youths who are already participating in your program. They know best what others of their group enjoy and how to communicate your message. We will get students who regularly attend to help you spread the word.
2. Getting ACE staff to presenting at national conferences and meetings of professional associations.
3. Presenting program evaluation results to local community groups and other local stakeholders
4. Creating and distributing program materials, such as flyers, guides, pamphlets
5. Creating information packets of training materials and curricula
6. Sharing information through social media or on an organization's website
7. Disseminating information on the ACE website
8. Disseminating information on the ACE Facebook page and District Facebook page
9. Discussing project activities on the local radio
10. Publishing information in the local newspaper
11. Publishing information in the ACE newsletter
12. Hosting promotion events at school functions
13. Using the call out system to publicize available services and resource
14. Work with places of worship to publicize events

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Every effort will be made to provide safe, comfortable and pleasant transportation service, while maintaining appropriate levels of efficiency.

Effective transportation service requires cooperation among bus drivers and staff, school administrators, students and parents or guardians. We will not allow any person (adult or student) to stop the District from providing a safe, comfortable and pleasant ride.

Transportation rules and procedures are provided so you can be familiar with our expectations and the transportation procedures.

All students will be required to remain in the designated area of the ACE program. Students will be signed-in by activity teacher. Based on the ACE Registration form, students will be allowed to leave the program in the following manners:

Karnack ACE will be running 3 routes per day to deliver students to their homes. There will be 1 driver for each of the 3 routes.

Bus – Student requiring transportation home will be escorted to the designated bus by staff. The Site Coordinator or staff will be in charge of signing each student out as they enter the bus.

Pick up – Parents may authorize selected individuals to pick up their child anytime during the program. The designated individual will be required to present a valid ID to the Site Coordinator in order for the student to be released to them.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Karnack ISD ACE program is eager to enlist the support of volunteers of all ages and backgrounds to engage student participants in ongoing learning and enrichment activities, and as such incorporate a peer education volunteer model. This model includes the establishment of a Parent university which will include trained and qualified parents, grandparents, and senior citizens to be effective volunteers in the after-school program as well as the summer program. Many Karnack ISD students are being raised or are watched by their grandparents. As a result, grandparents have valuable input and feedback regarding their grandchild's education. Research indicates that older adults are proving to be effective tutors and mentors and that senior individuals demonstrate key factors needed to make a difference in youths' lives including patience, taking time to listen to children, and the capacity to be responsible and show up consistently. The Karnack ISD ACE program will readily welcome and solicit the volunteer support of senior individuals. The ACE program will train qualified senior individuals to be effective volunteers after which the ACE Project Director will match senior interests and abilities with available volunteer after-school and summer opportunities. Senior volunteers will be trained in after-school support strategies

Some steps that Karnack ACE will take to recruit volunteers are:

1. Keep track of newly enrolled students and reach out to their parents.
2. Get teachers to reach out to parents to get them involved in classroom activities.
3. Post photos on Facebook and web page of ACE activities to gather interest.
4. Give a special place for a volunteer to park.
5. Ask for feedback after every time a parent volunteers and address issues.
6. Ask parents what they would like to do in ACE.
7. Give shy or low-key parents jobs behind the scenes.
8. Ask parents to volunteer in time chunks of their choosing.
9. Send a personal thank you note when a parent volunteers.
10. Offer transportation to parents so that they can volunteer.

All Staff and volunteers will be required to undergo and pass a criminal background check and a sexual offender background check to be eligible to serve. We will ensure that a copy of each volunteer's background check is on file with the district before allowing volunteers to serve our students.

Volunteer Contract

Thank you for your interest in volunteering your time at Karnack ISD ACE Program. We greatly appreciate all the work our volunteers do. We are only as strong as our volunteers, and we recognize this about our program. Please read the list of expectations of our volunteers during their time at Karnack ISD ACE.

- I Will be a positive role model for all youth and adult participants.
- While working with youth, I may hear or see things that show signs of possible danger. I agree that if I hear or see anything that demonstrates possible signs of endangerment of a child I will report it to the appropriate Karnack ACE staff immediately, allowing them to take the appropriate action.
- I will not discipline youth in a physical, degrading or angry way. I will only use Karnack ISD ACE's discipline method when working with youth.
- I will not wear baseball hats, hoods, ripped jeans or other inappropriate clothing.
- To ensure my own safety, I will not physically pick up any child, allow them to hang, sit or play on me.
- For my own protection, I am to make sure that I am never alone with a child.
- During my time at Karnack ISD ACE, I am to stay focused on youth. (no homework, texting, emailing or long conversations with other staff or volunteers.)
- If I am unable to attend the day that I am scheduled to attend, I will call to inform staff of my absence. (If I am a teacher of a program I will call in plenty of time in advance to allow staff appropriate time to reschedule a program.)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

More often than not, sustainability is thought to mean raising money. But money is only part of the equation. In fact, you can't raise money without having a quality program, and you can't prove you have a quality program unless you can show results, and you can't show effective results unless you have good management practices...and so it goes. Sustainability therefore, is many things that in combination make something capable of lasting over time.

In the case of fully developed afterschool programs, getting to sustainability requires a carefully constructed plan composed of a number of critical components. First and foremost among those components is a vision. Remember, your vision isn't only what you want your program to achieve; rather, it starts with why you're doing what you're doing. What are your hopes for the children and families you serve in your program?

As for other critical components, there are several. For starters, a broad base of support to ensure that the program continues on a long-term basis.

Indeed, a truly sustainable afterschool program has an array of community supporters and partners who are critical to assessing kids' needs and discovering community resources. As the starting point for building a sustainable program. Together your supporters and partners are the people and organizations that will ensure that quality is paramount and who will be the first to speak out for a supportive policy and funding climate. More than anyone else, they know that afterschool programs have proven that they keep kids safe, improve academic achievement and help working families. Therefore your program is a community asset that needs to be sustained.

There are three fundamental elements in sustainability:

1. Building Collaboration – Strategically considering whose support you need in your community, and developing appropriate outreach efforts and vehicles for involvement in your programs, and utilizing their resources to contribute to both the quality and sustainability of the program.

2. Advocating for Support – Rallying leaders from education institutions, businesses, community- and faith-based institutions, government and other parts of the community and encouraging them to use their power and influence to generate support for your program.

3. Finding Funding – Determining the resources you will need and systematically developing a variety of financing strategies and funding sources to provide a diverse and stable base of resources over time. Getting to sustainability is not always simple. Certainly there are challenges. The constantly changing environment in which afterschool programs operate buffers our efforts to strive for sustainability. The dynamic nature of communities affects programs' community partnerships. The unpredictable climate for policy related to afterschool and youth programs alters programs' advocacy efforts. The shifting landscapes of afterschool funding impacts how programs pursue funding. Moreover, characteristics of afterschool programs will impact how a program approaches the sustainability challenge. Differences in program size, location, history and community partners will shape each program's sustainability efforts. Hence, sustainability is an ongoing and complex challenge.

The good news is that yours is not the first program to face a serious sustainability challenge. Many have worked through these issues over time and successfully achieved broad support for their programs. There are many lessons to be learned from the successes and failures of those that have already faced these challenges.

4. High-quality programs and proven results – Grantees noted that their ability to prove and document the quality of their programs is an asset when seeking support beyond a 21CCLC grant. While receiving a federal 21CCLC grant, programs were required to invest in rigorous program evaluation. Although programs are potentially freed of this expense when the grant expires, several former grantees noted that program evaluation is still worthwhile, as proven results are helpful when marketing a program to funders. Given the current focus on academic standards, grantees noted the importance of demonstrating a program's impact on academic outcomes.

5. Support from school administration – Several grantees cited the importance of a supportive school administration, school board members, and central office with regard to sustainability. Supportive superintendents, principals, and other administrators can provide an entry point for programs to access funds from the district budget and can serve as champions for the program as it seeks other funds. While several grantees said their school administrators have consistently supported the program from the beginning, others noted the importance of actively cultivating the administration's support on an ongoing basis through regular communication, invitations to visit and participate in the program, or special program activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Multiple existing programs will be coordinated with the proposed KISD ACE program:

- Title 1 and State Compensatory Programs – Funds from these programs will supplement family involvement and the six-week summer program in the form of transportation, staff and curriculum.
- Title 2 – Funds for teacher training
- Title 4 – Funds for student instruction
- Emate – Funds the purchase of instructional materials
- Child Nutrition – The KISD Child Nutrition Department will provide a nutritious fall and spring suppers and summer breakfasts and lunches to the ACE programming using funds form the USDA.
- Special Education – Using Medicaid and IDEA funds, the KISD Special Education Department will provide student assessment information, training to one-on-one aides, and other necessary accommodations for the ACE program.
- Business Department – The KISD Business Department in partnership will ensure fiduciary and financial responsibility for the KISD ACE program.

State Compensatory tutoring will be blended into the program upon award of the grant so as not to duplicate services. Students needing tutoring for academic purposes are also the students who need to be served in the ACE grant. By careful coordination, the program can have students attending after school programming to go to tutorials on a rotation before going to their broad array of services. This is the best way for local teachers to collaborate with the program for maximum student success and program understanding. The ACE grant is NOT a separate program off on a island, but rather a vital part of a comprehensive plan to improve our school and teaching our families, students, and community to reap the benefits and make their way to careers and college possible, forever changing the landscape of the community and leaving a legacy for coordinated success. Powerful programs need to be in the forefront because of their potential to positively impact the school students, faculty, staff, and parents. A positive press campaign can inform and encourage the community. Federal food and nutrition funds are important sources of funding for afterschool programs because they are a stable and reliable source of funding that is not competitive. These funds will enable us to offer meals to children in our afterschool program.

Afterschool programs are on the forefront of helping youth and families acquire the technology skills they need. Many of the activities fit with the services that afterschool programs provide: afterschool technology activities, adult education programs, preschool and family technology programs and workforce development and employment information activities.

Karnack ISD will utilize existing resource including:

- Personnel not funded by the grant
 - Maintenance personnel
 - Shared professional development
 - School services for homeless, migrant, and ESL students will be used to assist ACE
 - Special Education students that need accommodations and specialized equipment will be used to assist ACE
- Nutritious meals will be served to students through the Food Service Department

The existing school facilities and equipment will also be used for training teachers and partners. The district will coordinate multiple federal, state, and local funds to enhance services of the teachers, students, and parents as well as the community. Technology equipment purchased through federal and state funds will be used to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource will be coordinated with Title 1 (high priority) and state compensatory funds to ensure that student gains are realized.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 102901

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Karnack ISD		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	102901				
	Cost per student	\$830				
	"Regular" student target (to be served 45 days or more annually):		90	Parent/legal guardian target (in proportion with student target):		30
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		George Washington Carver			
	9-digit campus ID number					
Estimated transportation time		0				
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 102901				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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9-digit campus ID number					
Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 102901				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
	Center 8	Name and physical address of center site:		The campus is (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2	
Campus name				Feeder school #3	
9-digit campus ID number					
Estimated transportation time					
Center 9		Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Managing components of the grant while adhering to grant requirements and providing high quality programming is the goal for the Karnack ISD ACE program. Karnack ISD, as the fiscal agent for the 21st Century ACE grant has the sole responsibility of administrating and managing the Texas 21st Century grant. The district has developed a comprehensive management plan that includes all necessary management components and control functions to ensure an effective and efficient program including on-going planning, financial accountability, communications, reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. These functions will ensure delivery of accessible, quality, coordinated, age-appropriate, and culturally relevant instructional services for participants.

Proposed Management - The ACE program will hire a full-time Project Director to provide the overall leadership and oversight to ensure high-quality programming is being implemented to all participants. A site coordinator will be hired to coordinate and ensure high-quality project services are being implemented effectively. A Family Engagement Specialist will be responsible for planning, coordinating and implementing culturally relevant family programming. The Family Engagement Specialist along with the Project Director will also be responsible for the Parent University programming.

Operational Plan – The Karnack ACE program will annually serve a minimum of 90 students in grades Head Start through 8th grade and serve a minimum of 30 parents. Karnack ACE programming will begin in the fall semester on August 20, 2018 and go through December 18, 2018 and consist of 15 weeks or 75 days of programming of 3 hours each day.. The spring semester will run from January 9, 2019 through May 17, 2019 and consist of 16 weeks or 80 days of programming of 3 hours each day. The summer programming will run from June 3, 2019 through July 18, 2019 and consist of 6 weeks of programming or 27 days of programming.

Fall 2018 – Spring 2019 Karnack ACE Activity Schedule		Summer 2019 Karnack ACE Activity Schedule	
Weekly schedule Monday - Friday	Activity	Weekly schedule Monday - Thursday	
3:15 – 4:15	Power Hour, Homework help and tutorials	8:00 – 8:30	Motivational Assembly, Breakfast
4:15 – 5:00	Activity 1	8:30 – 9:15	Activity 1
5:00 – 6:15	Activity 2 , Supper and loading the bus	9:15 – 10:15	Activity 2, break
		10:15 – 11:00	Activity 3
		11:00 – 11:45	Activity 4
		11:45 – 12:30	Reading, lunch
		12:30 – 1:15	Activity 5
		1:15 – 2:00	Activity 6

Karnack ACE Site Coordinator has the autonomy to change schedule as long as all components are addressed.

Adult program activities through Parent University will be based on the needs expressed through the initial surveys completed during the application process. Parents, guardians as well as the community stakeholders will be invited to participate in activities such as parenting classes, language support programs (ESL), family literacy activities that encourage parents to take an active, informed role in their student's education, and working with the Texas Workforce Commission to provide employment help and training. These activities will be offered at a minimum of twice per month, though some classes like ESL, will be better suited weekly. Parent University will make every effort to equip parents with the skills they request in areas that are particularly relevant to them.

Budget Plan – The budget plan was developed by first identifying the students to be targeted based on the needs assessment. Activities conducted by the Karnack ACE program are budgeted accordingly. The budget was developed to fund the costs of day-to-day operations. The costs are based on "cost per student" and "cost for the center" formulas provided in the Blueprint for Texas ACE to ensure that the program has sufficient resources to run an efficient and effective ACE program. Our desire is to have a budget that is true to the needs of students and their families so that academic goals are addressed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 102901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1	STAAR Results	1	Increase % of students passing STAAR Reading
		2	Increase % of students passing STAAR Math
		3	Increase % of students passing STAAR Science
2	Attendance Data	1	Improve student school day attendance rate
3	Disciplinary Actions	1	Reduce the # of school-day referrals
		2	Reduce # of student after school referrals
4	Promotion/Retention Rates	1	Reduce # of students retained
		2	Increase # of students promoted
5	Semi-annual Surveys	1	Increase the # of students reporting improvement in program
		2	Increase the # of parents reporting improvement in program
		3	Increase the # of teachers reporting improvement in program
6	Participants compared to not participants in academic achievement	1	Average grade in core classes
		2	Percentage of participants reading on grade level
		3	Percentage of participants passing state assessment
7	Participants compared to not participants in attendance	1	Average number of absences
8	Participants compared to not participants in discipline	1	Average number of disciplinary referrals
		2	% of students assigned in ISS
9	Student voice in ACE activities	1	% of students who complete feedback survey
		2	# of students voiced activities that were implemented
10	Activity Attendance Logs	1	Participant attendance is consistent
11	Interviews and site visits	1	Site visits conducted by external evaluator and Project Director
		2	Interviews conducted by external evaluator
12	Observations	1	Site coordinator conducts weekly observations of activities
		2	Project Director conducts bi-weekly observation of programming
		3	Site Coordinator and Project Director share observation results
13	Focus groups	1	# of student suggested program activities in place
		2	Campus Advisory Committee meeting at least once per semester
14	Internal Monitoring	1	Site Coordinator and Project Director run weekly exception report
		2	Project Director monitoring Site Coordinator data entry
15		3	Project Director and Site Coordinator will weekly review lesson plans to assure alignment with TEKS
16	Logic Model	1	Ensure all activities provided meet identified needs
		2	Final year goals met as stated

The evaluation process at the Karnack ISD ACE program will include both quantitative and qualitative methods of data collection and analysis. By utilizing the Logic Model of the KISD Ace program, the external evaluator will examine program resources, review implementation practices, study activities and participation outputs, record intermediate outcomes, and determine the program's impact.

The Site Coordinator will enter data in the ACE tracking system daily, and all data will be check at the end of the week by the Project Director for correctness and completeness. The Project Director will summarize data and report results monthly to stakeholders.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 102901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 102901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 102901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 102901

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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